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Service Paper

The Present trend in the use of  
School time.

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THE PRESENT TREND IN THE USE OF  
SCHOOL TIME

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Service Paper

THE PRESENT TREND IN THE USE OF SCHOOL TIME

Submitted by

ETHEL MARIE MURPHY

(B. S. in Ed., St. Joseph College 1940)

In partial fulfillment of the requirement for  
the degree of Master of Education

1947

First Reader: Dr. W. Linwood Chase, Professor of Education

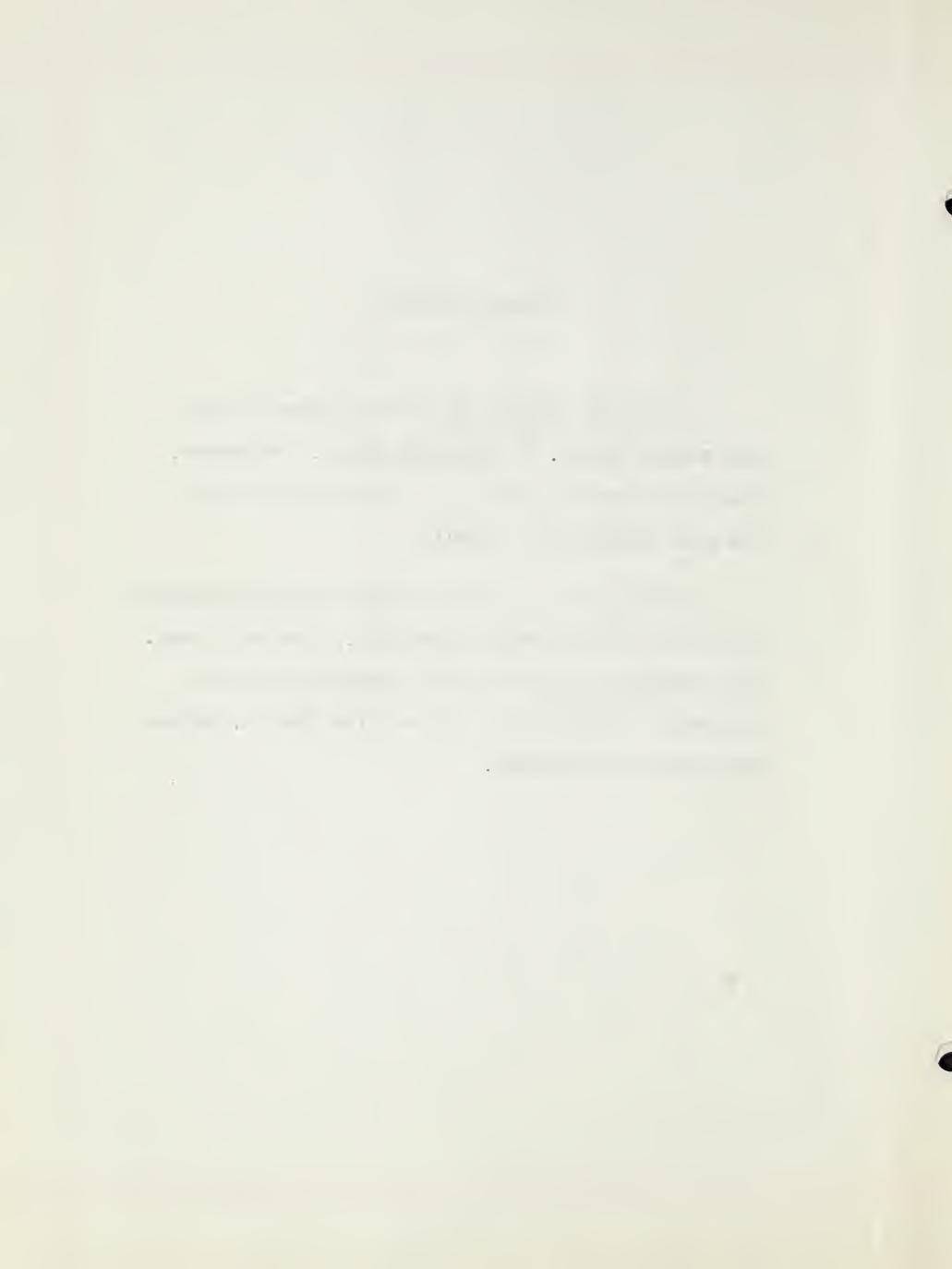
Second Reader: Dr. Helen A. Murphy, Assistant Professor of Education

Gift of E. M. Murphy  
School of Education  
June 13, 1947

#### ACKNOWLEDGMENTS

I wish to express my sincere appreciation and thanks to Dr. W. Linnwood Chase, Professor, Boston University School of Education, for his help in planning this study.

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8. *What is the meaning of the following terms?*

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## INTRODUCTION

Since education is a continuing, complex process in an evolving, changing society, it demands periodic reconsideration and reformulation of its purposes and objectives. The curriculum of the elementary school is influenced by changing educational philosophies and research in child development and therefore requires rethinking and clarification of the purposes of education in our democratic society.

As part of an evaluating and revision study of the Hartford Public Schools' philosophy of education and program for education, a committee of principals was assigned by the Superintendent to study time allotments, in preparation for the planning for the use of school time in the Hartford Public Schools.

The problem of planning school time to provide for the many experiences and activities according to the needs, interests, and abilities of our girls and boys is increasing in importance. During World Wars I and II, more and more tasks were shifted to the school, and the problem became increasingly difficult. To meet this problem, some educators thought that certain routines had to be established in order to get anything done and planned a system of forty-five or fifty minute periods, the emphasis inevitably upon items learnable within a few such periods. Other educators thought that true learning outcomes,

from 1800 to 1850, the number of slaves increased from 1,000,000 to 3,000,000, the number of free Negroes increased from 100,000 to 1,000,000, and the number of colored people increased from 1,100,000 to 4,100,000. The colored people of the United States in 1850 were 4,100,000 in number, and the colored people of the United States in 1860 were 4,500,000 in number.

It is evident that the colored people of the United States in 1860 were 4,500,000 in number, and the colored people of the United States in 1865 were 4,500,000 in number.

It is evident that the colored people of the United States in 1865 were 4,500,000 in number, and the colored people of the United States in 1870 were 4,500,000 in number.

It is evident that the colored people of the United States in 1870 were 4,500,000 in number, and the colored people of the United States in 1875 were 4,500,000 in number.

It is evident that the colored people of the United States in 1875 were 4,500,000 in number, and the colored people of the United States in 1880 were 4,500,000 in number.

understandings, attitudes, appreciations and abilities are cumulative and develop best under reasonably continuous learning activities planned for in blocks of time.

The purposes of this study are:

1. To find out the current practices in the use of school time in the Hartford Public Schools in Grades I through VI.
2. To determine the trend of educational practices in planning for the use of school time in Grades I through VI as shown by research.
3. To make recommendations for the use of school time in Grades I through VI in the Hartford Public Schools.

and the other two with a lighter, more delicate, and more rounded

outline. The two latter species are described as follows:

1. *Phalaenoptilus nigriceps* (Gmelin).

—*Phalaenoptilus nigriceps* (Gmelin).

## CHAPTER I

## SUMMARY OF PREVIOUS RESEARCH AND CURRENT LITERATURE

Up to the present time, no general standards of time allotments for the various subjects have been determined scientifically, due to many difficulties; namely, disagreements as to courses of study and objectives, different methods of teaching, varying interests, needs, and abilities of pupils, and changing philosophies and theories of education. Most of the changes found in time allotments in the various schools have been the result of opinion, expert and otherwise, and the crowding into the curriculum of new subjects and community drives and activities, demanding a portion of the same length of school day. Even though studies have been made on the time required by children of different ages and abilities to learn certain skills and knowledges, very little effort has been made to provide for these differences when planning daily programs.

1

In 1928 Carleton Mann made an extensive study of time allotments in the various subjects in grades I - VI of 444 cities. This study shows a decided lack of agreement among public schools as to the amount of time given to the different subjects.

1.

Mann, Carleton H., "How Schools Use Their Time", Teachers College Contributions To Education No. 333, 1928.



TABLE I

## A STUDY OF TIME ALLOTMENTS MADE BY MANN IN 1926

Subjects	No. of cities reporting	Minutes per week Grades I - VI inc.			Per cent of total time
		Min.	Med.	Max.	
Reading .....	443	240	1,576	2,825	17.1
Phonics .....	318	20	202	715	1.6
Literature .....	203	10	291	1,090	1.7
Arithmetic .....	444	405	1,076	1,797	11.6
Language & Grammar .....	444	200	825	2,825	9.1
Penmanship .....	444	75	491	900	5.3
Spelling .....	441	25	490	1,200	5.3
Geography .....	435	200	531	1,070	5.8
History .....	418	42	324	960	3.4
Citizenship, Civics .....	233	7	154	750	1.0
Nature St. &					
Science .....	296	5	160	720	1.3
Art & Draw .....	428	23	453	1,095	4.7
Music .....	429	50	498	900	5.1
Household &					
Man. Art .....	156	25	147	1,035	0.7
Handwork .....	198	10	172	830	0.9
Physical Tr.....	403	25	513	1,650	5.3
Health Ed.....	394	25	254	1,050	2.7

The above study reported definite time allotments with no indication of correlation of subjects in different areas as a Language Arts or Social Studies Area.

<sup>1</sup>  
Kyte and Lewis made a similar study in 1934-35 of practices of time allotments in the following sixty-three cities:

Akron, Ohio	New Orleans, La.
Albany, N. Y.	New York, N. Y.
Atlanta, Ga.	Oakland, Cal.
Baltimore, Md.	Omaha, Neb.

1.

Kyte, G. C. & "Time Tables", The Nation's Schools, Vol. 17,  
Lewis, R. H. Jan. 1936 pp. 23-25.



Berkeley, Cal.	Passaic, N. J.
Birmingham, Ala.	Patterson, N. J.
Boston, Mass.	Philadelphia, Pa.
Boulder, Colo.	Phoenix, Ariz.
Bridgeport, Conn.	Pittsburg, Pa.
Cheyenne, Wyo.	Providence, R. I.
Chicago, Ill.	Reading, Pa.
Cincinnati, Ohio	Richmond, Ca.
Cleveland, Ohio	Rochester, N. Y.
Columbus, Ga.	Sacramento, Cal.
Denver, Colo.	St. Louis, Mo.
Des Moines, Iowa	Salt Lake City, Utah
Detroit, Mich.	San Antonio, Tex.
Freeport, Ill.	San Francisco, Cal.
Grand Rapids, Mich.	Sraughton, Pa.
Hartford, Conn.	Seattle, Wash.
Haverford, Pa.	Sioux Falls, S. D.
Jersey City, N. J.	Solvay, N. Y.
Kansas City, Kan.	Spokane, Wash.
Lexington, Ky.	Springfield, Mass.
Louisville, Ky.	Syracuse, N. Y.
Madison, Wis.	Tacoma, Wash.
Milwaukee, Wis.	Topeka, Kan.
Montpelier, Vt.	Trenton, N. J.
Newark, N. J.	Washington, D. C.
New Bedford, Mass.	Wheeling, W. Va.
New Haven, Conn.	Worcester, Mass.
	Youngstown, Ohio

The difficulty of conducting studies of time allotments and the attitudes toward time allotments in the light of the trends of teaching are indicated by the various statements<sup>1</sup> sent in some of the reports in this study.

"We are making no effort to deformatize our classroom procedures. Therefore we are not adhering to any specific time allotments. The teachers are endeavoring to utilize their time so as to secure the best results for the individual and the group."

"An arbitrary statement of the time allotment to the various formal subjects would be quite misleading ... In the primary grades it would be impossible to give anything like a satisfactory report based on the separation of the day into formal subject matter periods."

"We have no definite requirement as to time allotted; but the recommended portion of the time to each subject in the elementary curriculum is indicated in the enclosed schedule."

1.

Ibid., p. 25.



1

The following table by George C. Kyte and Robert H. Lewis shows the average number of minutes per week in specified grades allotted to elementary subjects:

TABLE II

Subject	I	II	III	IV	V	VI	VII	VIII	TOTAL
Language.....	129	131	155	173	184	187	212	212	1,383
Reading.....	508	456	382	282	227	201	157	154	2,367
Spelling ....	29	82	92	92	88	86	84	77	630
Penmanship ..	76	78	84	81	74	74	55	50	572
Arithmetic ..	62	145	197	215	219	219	232	236	1,525
Social St* ..	79	88	139	228	282	297	323	297	1,733
Science .....	43	46	53	48	48	49	73	109	469
Health Ed....	29	26	31	35	38	38	34	35	266
Physical Tr..	109	109	111	109	109	112	110	110	879
Recess.....	104	107	103	93	86	82	52	44	671
Household Art									
Ind. Art. &									
Handwork.....	23	21	23	27	42	57	136	118	447
Art.....	98	87	85	89	89	91	91	82	712
Music.....	82	82	85	86	87	90	85	82	712
Opening Ex...	43	43	43	42	41	38	28	26	304
Miscellaneous	67	74	67	63	65	61	112	150	650

Total Number of Minutes	Grades
1,481 .....	I
1,575 .....	II
1,650 .....	III
1,663 .....	IV
1,679 .....	V
1,682 .....	VI
1,784 .....	VII
1,782 .....	VIII
13,296 .....	Total

\*Includes History, Civics and Geography

<sup>1</sup>

Ibid., p. 24.



Although not strictly comparable, the study made by Mann and the study made by Kyte and Lewis indicate several trends:

- (a) Less time in the school day was being given to reading, writing, and arithmetic and more time was being given to social studies and science in Kyte and Lewis' study.
- (b) The correlation of subjects; such as, history, civics, and geography under social studies decreased the tendency for definite time allotments.
- (c) averages computed from Kyte and Lewis' study were adopted in some areas<sup>1</sup> as standard time distributions.

<sup>2</sup>  
C. M. Reinoehl, Professor of Education, University of Arkansas found in a survey made with Fred C. Ayer the relative amount of time school systems allot to the several subjects. The general trend, they found, was to decrease the amount of time devoted to the fundamental subjects of reading, language, writing, spelling and arithmetic from three-fifths to less than one-half the total school time; to increase the time given to a

1.

Course of Study for Elementary Schools, State Department of Education, Alabama, 1930, pp. 36-38.

2.

Reinoehl, C. M. &, Classroom Administration and Pupil Adjustment, (New York, D. Appleton - Century Co., 1940), Chs. IV and V.



study of special subjects, such as, art, music, industrial arts, and physical education from one-fourth to one-third of the total time; and to leave the social studies and other "content" subjects with only a slight change from one-eighth to one-sixth of school time. This general trend to give less time to formal subject-matter and more time to the special fields, they found, appeared in city areas more than rural areas. Current practices in many schools made standards for time allotments to each of the fundamental school subjects less necessary. The tendency to correlate subjects reduced the number of curriculum divisions. The following groupings of fundamental school subjects were the most common:

Language Arts - Reading, Language, Spelling, Penmanship  
Number and Science - Arithmetic, Elementary Science  
Social Studies - History, Geography  
Practical Arts - Industrial, Manual, Household Arts  
Fine Arts - Art, Music  
Recreative Arts - Health, Physical Training

<sup>1</sup>  
The studies in time allotments by Kyte were combined into similar curriculum divisions also.

<sup>2</sup>  
The Primary Manual in the Cincinnati Public Schools suggests a program of time allotments for the primary grades as a guide to the teacher to apportion the school day, so as to include all the essentials and yet keep a balance among all types of activities.

1.  
Op. Cit.

2.  
The Primary Manual, Curriculum Bulletin 95, Cincinnati Public Schools 1942.



## GRADE I

Minutes  
per day

150	Reading Instruction
60	Health: Health inspection, physical education, recess and rest
80	Language Arts: Planning, evaluating, discussion, stories, dramatization, etc. Art Social Studies and Science
20	Music
20	Numbers and writing

## GRADE II

150	Reading Instruction
50	Health: Health inspection, physical education, recess and rest
80	Language Arts: Planning, discussion, evaluation, spelling, stories, etc. Art Social studies
20	Music
30	Numbers and writing

## GRADE III

120	Reading Instruction
40	Health: Health inspection, physical education, recess
80	Language Arts: Planning, discussion, evaluation, literature, stories, practice in skills etc. Art Social studies and science
40	Arithmetic
20	Music
30	Writing and spelling



The time allotments in these three grades in the Cincinnati Public Schools are based on a school day of five and a half hours divided into morning and afternoon sessions of equal length. The teacher is free to take two or three lengthened periods a week, rather than five short daily periods, if she finds that she can teach social studies or science more effectively.

<sup>1</sup>

J. Murray Lee recommends flexibility and long blocks of time as the keynotes in the daily schedule of the modern classroom, permitting time for vital discussions and worthwhile activities. The schedule is only an aid to provide the best learning situations and he suggests the following criteria as a guide in making a schedule:

1. It must be flexible enough for a learning situation to continue as long as it is vital, to enable excursions to be taken, to plan for longer work periods than are usual.
2. It must provide for long blocks of time. Children cannot effectively work on problems in short periods repeated day after day.
3. It must provide for physical activity. Exercise is a fundamental need of children. The younger the child the more need for physical change.
4. It must provide time for a variety of activities during the day, time for research and study, for drill, for self expression, for enjoyable experiences in reading, art, and music.

1.

Lee, J. M. & , The Child and His Curriculum, (New York, D. Lee, D. M. Appleton - Century Co., 1940).

proceedings, or general meeting called to determine the best way to further our cause. The meeting was adjourned to October 15th, 1861, at which time the following resolutions were adopted:

The members of the colored community of Boston, in view of the recent action of the Southern Slaveholders, and the present condition of the country, do hereby resolve, that we, the colored people of Boston, will, through the colored men of Boston, and colored men throughout the country, do all in our power to sustain the colored people of the South, in their efforts to maintain their freedom, and to secure to themselves and their posterity the blessings of freedom and independence.

Resolved, that we, the colored people of Boston, will, through the colored men of Boston, and colored men throughout the country, do all in our power to sustain the colored people of the South, in their efforts to maintain their freedom, and to secure to themselves and their posterity the blessings of freedom and independence.

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The California State Department of Education also suggests  
 1  
 a schedule for a fifth grade.

<u>Period</u>	<u>Minutes</u>		<u>Subject</u>
	<u>Weekly</u>	<u>Daily</u>	
9:00 - 12:00	25	5	Attendance - Announcements
	75	15	Health Instruction
	400	80	English: Reading - Literature Library Period Spelling and Penmanship
	200	40	Arithmetic and Banking
	100	20	Physical Education
	800	160	
	100	20	Recesses
	900	180	Total
12:00 - 1:00			Noon
1:00 - 3:30	25	5	Attendance and Announcements
	100	20	Music
	(575)	115	Units of activity involving Written & Oral English
	150		Civics & Service
	50		Social Studies
	200		Science
	75		Art Education
	100		
	700	140	
	50	10	Recesses
	750	150	Total

This schedule suggesting weekly as well as daily allotments of time is flexible and provides also for long blocks of time.

The Time Allotment Committee, Board of Education, Chicago prepared the schedule found in Table III on page 12 for the Elementary Department, as a result of a recent study of time allotments in schools in 26 cities.

1.

State Curriculum Commission, Teachers' Guide to Child Development, (Sacramento, California State Department of Education, 1930) pp. 34-35.

2.

Publication of the material assembled in this study has not yet been made.

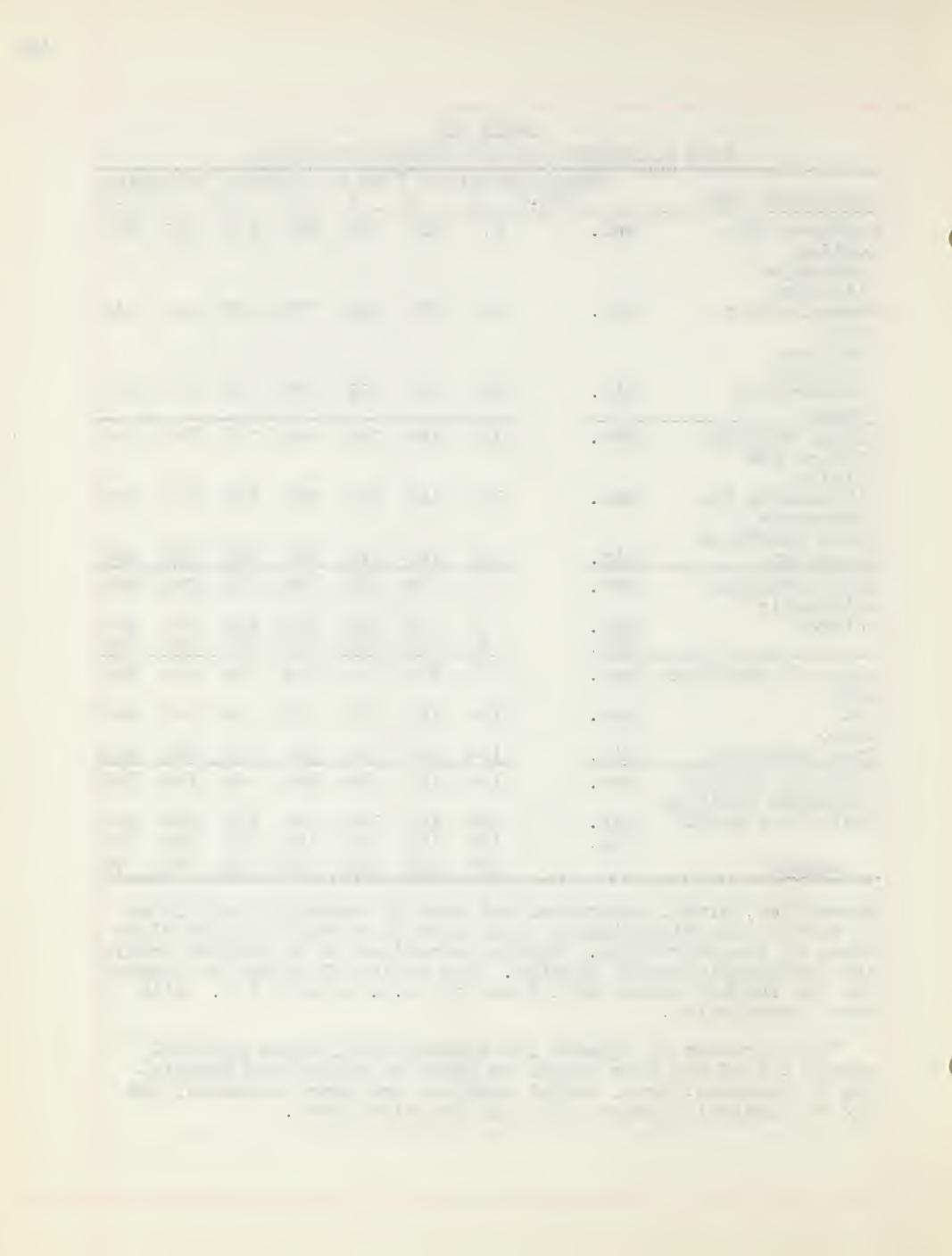


TABLE III  
TIME ALLOTMENT FOR THE ELEMENTARY SCHOOL

CURRICULUM AREA	Kg.*	Range Of Time In Minutes By Grades						
		1	2	3	4	5	6	7-8
LANGUAGE ARTS	Med.	875	850	630	550	450	420	380
Reading								
work-type								
literary								
Communication	Max.	890	870	645	570	465	440	400
oral								
written								
spelling								
handwriting	Min.	860	830	615	530	435	400	360
usage								
SOCIAL STUDIES	Med.	150	150	180	240	285	285	285
History and								
civics								
Citizenship for	Max.	165	165	200	260	305	305	305
democracy								
Human relations								
Geography	Min.	135	135	160	220	265	265	265
EXACT SCIENCES	Med.	50	75	265	285	300	290	290
Arithmetic								
Science	Max.	60	90	280	300	320	300	300
	Min.	40	60	250	270	280	280	280
FINE AND PRACTICAL	Med.	150	150	150	150	180	240	280
ARTS								
Art	Max.	150	150	150	150	180	240	280
Music								
Home mechanics	Min.	150	150	150	150	180	240	280
PHYSICAL FITNESS	Med.	150	150	150	150	160	190	190
Organized activity								
Health and safety	Max.	150	150	150	150	170	200	200
	Min.	150	150	150	150	180	180	180
RECESS		125	125	125	125	125	75	75

Assemblies, clubs, excursions and special community activities of educational significance, are to be allocated to appropriate areas of the curriculum. Opening exercises of 25 minutes weekly are included in social studies. The median allotment is planned for the regular school day, from 9:00 A.M. to 3:00 P.M., with noon intermission.

\*No allotment is offered for kindergarten, where approximately 2/3 of the time should be given to activities pertaining to language, arts, social studies, and exact sciences, and 1/3 to physical fitness, fine and practical arts.



Kyte<sup>1</sup> says that the school program of every pupil is affected by

- (1) the number of subjects placed in the grade in which he is enrolled,
- (2) the nature of the learning experiences which constitute his school activities,
- (3) the amount of time in these activities allotted to each subject.

He suggests the following schedule for Grades III - VI:

<u>Period</u>	<u>Min.</u>	<u>Subject</u>
9:00 - 9:30	30	Opening Exercises and planning conference; health and attendance; current events; making plans for the day or for the week.
9:30 - 10:30	60	Activities related to literature; library reading; story hour; audience reading; book reports; dramatization; individual preparation for group sharing of interests.
10:30 - 10:45	15	Play, recreation, and relaxation; organized games; rest for the exceptional health cases.
10:45 - 11:45	60	Work activities involving arithmetic and writing; stores, playhouses, produce from school gardens, accounting involving school supplies, keeping charts, drill on arithmetic skills, writing skills; individual help.
11:45 - 12:00	15	Music activities; singing; music appreciation; creative music.
1:00 - 1:50	50	Interests in social studies and science; reading and study; individual reports; discussions; excursions; motion pictures related to constructive activities.
1:50 - 2:15	25	Play, recreation, and relaxation.
2:15 - 3:15	60	English or Art activities; writing letters, reports, plays; activities involving oral expression; drills on needed skills; school government; putting room in order.

1. Kyte, George C., The Principal At Work, (New York, Ginn and Company, 1941), pp. 111-114.



<sup>1</sup>

Otto recommends the type of school in which children learn to do by doing, in which activity, construction work, pupil initiative, self-expression, and the development of personality and social adjustment prevail. There is no one best program for all schools but he gives some very helpful guiding principles.

1. The program for instruction should facilitate the execution of the educational policies which have been adopted.
2. If individual differences are actually to be recognized in school practices, the daily or weekly program of classroom teachers must be planned to give the teacher the time and the occasion to reach small groups.
3. Flexible time allotments and longer periods make it easier to develop sustained interest in units of work, or centers of interest, to develop pupil interest, to participate in trips and excursions, and to construct projects which is hardly possible if the day is divided into fifteen and twenty minute periods.
4. Subjects making similar demands on pupils should be alternated with subjects of a different type to avoid fatigue and monotony.
5. Subjects which are closely related in content should be arranged so that the work could be integrated.
6. Subjects requiring the finer muscular coordinations, like penmanship and drawing, should not come immediately after physical education periods.
7. Physical education should not follow immediately after lunch periods.

<sup>2</sup>

Lane recommends that each teacher solve her daily program problems by providing her children each day with good experiences from each of these five major fields:

1. Otto, Henry J., Elementary School Organization and Administration, (New York, D. Appleton-Century Company, 1944) Pp. 129-130.
2. Lane, Robert H., The Principal In The Modern Elementary School, (New York, Houghton Mifflin Company, 1944) p.173.



- (a) the fundamental bodily skills - physical education, calisthenics, games, rhythm, health, nutrition, rest, safety, etc.
- (b) the fundamental intellectual skills - the three R's, the social studies, science, the language arts
- (c) the fundamental social skills - the gentle art of living together peaceably
- (d) the aesthetics
- (e) the practical arts

He says that while each teacher must strive for a balanced program of experiences from all these fields, she should not have her hands tied to definite time allotments for each field. The teacher and the children should be allowed to adjust the program.

1  
Scott, Foresman and Company made a survey based on practices in 130 graded school systems in 20 states during the school year 1944-45 to find current primary curriculum practices. They found the practice of setting up specific time allotments for various curriculum areas widely used, but they also found increasing emphasis placed on flexibility and adjustment of suggested time allotments to individual and group needs. They also found that practices with regard to planning the daily program in large blocks of time, in terms of related or sharply contrasted activities and interests, with time for rest and relaxation - varied greatly from school to school.

1.

Primary Curriculum Survey 1944-45, (New York, Scott, Foresman and Company).



Education has attempted to reorganize and fit its program more closely to the present needs, interests, and abilities of the individual with the result that educational programs today

- (a) tend toward a happy, informal atmosphere of cooperation.
- (b) emphasize the needs and interests of children now, and not at some future date.
- (c) give special attention to the individual and his particular needs and capacity for work, rather than place the importance on the mastery of grade standards.
- (d) encourage children to be creative and express their own opinions, rather than to memorize facts which may never be needed.
- (e) help children become more socially and emotionally adjusted by giving them work in smaller groups in which they may have more opportunities for leadership and expression of special abilities.
- (f) use the community and its wealth of material for continued study and research.

The studies and the modern educational writers referred to in this chapter show, according to the writer, an increasing tendency since 1935 to

- (a) correlate the fundamental school subjects in various areas as the Language Arts, Social Studies, Fine Arts, Practical Arts, and Recreative Arts.
- (b) suggest flexible time allotments and longer blocks of time for units of work based upon the interests, needs, and experiences of the individual and of the group.
- (c) adjust the daily program to the needs of the group rather than to adjust the group to a daily program.
- (d) recognize a need for more time for rest, relaxation, and recreation in the program.
- (e) plan the program based on the educational philosophy of the school.

1.

Weter, Florence, "School Programs For Today's Needs", School Executive, 61. 26 July, 1942.



## CHAPTER II

### THE PLAN OF THE STUDY

A letter accompanied by a questionnaire for each teacher in Grades I - VI were sent to each Elementary Principal in the Hartford Public Schools to find out the current practices in the use of school time in Grades I - VI. The letter and questionnaire were previously approved by the Director of Elementary Education in the Hartford Public Schools who was chairman of the Time Allotment Committee appointed by the Superintendent. A copy of the letter will be found on page 19 and of the questionnaire on pages 20 and 21.

Replies to the questionnaires were compiled and tabulated according to grades to give the maximum, minimum, and median minutes allotted to the various subjects to each grade.

Daily programs attached to the questionnaires were studied to help determine groupings of the fundamental subjects, if any, and whether or not the program gave evidence of short time allotments or long blocks of time.

Research of previous studies in time allotments and a study of the opinions and recommendations of modern educators on time allotments and time schedules in the public schools were made to help determine the trend of educational practices.



After all the available research was studied and the results of the questionnaires and daily programs compiled and tabulated, the results were compared with previous studies. Recommendations for the use of school time in grades I through VI were based on the educational philosophy of the Hartford Public Schools, the educational policies and practices of the Hartford Public Schools, principles of program construction previously developed scientifically and opinions of modern educational writers.



October 6, 1946

To Elementary School Principals:

One of the principals' study groups is to consider the question of time allotments. In order to make this study, a survey of the current practices of time allotments and daily schedules from Grade I through Grade VI will be very valuable.

Will you please have your teachers fill out the enclosed questionnaire, "Present Use of School Time" and attach to the sheet a copy of their daily program?

It is hoped that this study will not only give us a picture of current practices in Hartford, but through further study will lead to giving teachers definite help in apportioning the school hours for most effective pupil growth.

Will each principal please send the programs and replies to the questionnaire to my office by Friday \_\_\_\_\_, 1946.

Sincerely yours,

Director of Elementary Education

Approved:

\_\_\_\_\_



HARTFORD PUBLIC SCHOOLS  
PRESENT USE OF SCHOOL TIME  
QUESTIONNAIRE - GRADES I - VI

Please indicate the number of minutes per week devoted to the subject.

Make a notation if you combine subjects in any other way than noted on this paper.

Add any classifications or subjects taught in your grade, which are not included in this list.

Draw a line through any subject or area not included in the curriculum of your grade.

School \_\_\_\_\_ Grade \_\_\_\_\_

<u>Subject</u>	<u>Minutes per week</u>
Language Arts (total minutes per week)	_____
Reading (including Phonics and Library Period)	_____
Language (including Grammar, Composition and Literature)	_____
Handwriting	_____
Spelling	_____
Arithmetic	_____

Social Studies (total minutes per week)  
Do not report for each heading unless they are taught as separate subjects.

History (including Current Events) . . . . .



Geography . . . . .  
Civics . . . . .  
Science . . . . .  
Music . . . . .  
Art . . . . .  
Industrial arts . . . . .  
Homemaking . . . . .  
Physical Education (not including recess) . . . . .  
Health and Safety . . . . .  
Recess . . . . .  
Rest Period (if in addition to recess) . . . . .  
Unassigned time . . . . .  
Club Work (specify clubs only if during  
school time) . . . . .

Total number of minutes per week (recess, rest  
period, and all time included) . . . . .

Please add any notations which you may wish to make to  
clarify this.

Length of school sessions

A. M. Opening \_\_\_\_\_ Closing \_\_\_\_\_

P. M. Opening \_\_\_\_\_ Closing \_\_\_\_\_

Total time per day \_\_\_\_\_ hours \_\_\_\_\_ minutes.



CHAPTER III  
ANALYSIS OF DATA

The principals in the eighteen elementary schools sent to the Director's office the replies to the questionnaire from teachers in Grades I through VI and in nearly every case a daily or a weekly program was attached.

TABLE IV  
NUMBER OF SCHOOLS AND GRADES IN HARTFORD SURVEY

Schools	Number of Classes						Total
	I	II	III	IV	V	VI	
18	52	47	45	44	41	41	270

TABLE V  
WEEKLY RANGE OF TIME IN MINUTES BY GRADES IN HARTFORD

	I	II	III	IV	V	VI
<u>Language Arts</u>	Min.	200	75	60	30	90
	Med.	750	765	650	600	565
	Max.	950	940	965	775	735
Reading	Min.	175	335	245	150	125
	Med.	565	550	405	300	260
	Max.	725	750	1050	575	400
Language	Min.	20	15	40	60	80
	Med.	75	90	100	120	145
	Max.	215	270	180	185	300
Handwriting	Min.	30	30	30	30	25
	Med.	80	80	75	75	60
	Max.	125	150	100	100	165
						125



(TABLE V - Continued.)

	I	II	III	IV	V	VI
Spelling	Min. 20	50	65	50	30	50
	Med. 75	75	96	100	100	80
	Max. 215	150	150	150	150	165
Arithmetic	Min. 25	50	85	105	120	120
	Med. 60	120	150	195	215	225
	Max. 175	295	265	300	300	300
<u>Social Stud.</u>	Min. 30	30	30	65	75	115
	Med. 95	90	100	180	205	220
	Max. 225	200	300	695	400	300
History	Min.		60	25	20	35
	Med.		75	85	120	195
	Max.		300	250	375	225
Geography	Min.			50		
	Med.			60		
	Max.			100		
Civics	Min.			15		
	Med.			22		
	Max.			30		
Science	Min. 20		20	20	15	10
	Med. 30		30	30	60	40
	Max. 50		105	60	165	60
Music	Min. 45	45	60	65	70	75
	Med. 100	100	100	120	120	120
	Max. 150	150	170	155	185	200
Art	Min. 20	20	25	25	30	25
	Med. 50	60	50	50	45	55
	Max. 150	114	150	100	125	120
Indus. Arts	Min. 45			50	30	40
	Med. 45			55	40	60
	Max. 75			60	60	90
Homemaking	Min.			20	40	35
	Med.			30	60	60
	Max.			60	60	90



(TABLE V - Continued)

		I	II	III	IV	V	VI
Physical Ed.	Min.	15	15	20	30	30	30
	Med.	50	30	50	80	100	120
	Max.	150	80	130	270	240	240
Health & Safety	Min.	25	15	25	20	15	10
	Med.	50	50	50	40	60	45
	Max.	125	100	125	120	120	105
Recess	Min.	75	75	75	75	60	25
	Med.	150	150	125	75	75	75
	Max.	200	200	185	175	150	100
Rest Period	Min.	25	20	20	5	10	15
	Med.	75	50	45	25	25	50
	Max.	150	100	110	100	55	150
Unassigned Time	Min.	10	25	5	25	20	25
	Med.	75	70	50	70	45	50
	Max.	200	285	210	245	100	175
Club Work	Min.	25		20	20	20	30
	Med.	25		30	45	60	35
	Max.	45		60	60	60	60
Total Number of Minutes per Week	Min.	1265	1275	1350	1350	1400	1425
	Med.	1350	1425	1450	1500	1500	1500
	Max.	1500	1580	1550	1625	1750	1675

According to this study, approximately fifty-five per cent of the total school time in the first grade is spent in the Language Arts area, forty-five percent of the time in the third grade, and thirty-three and one third percent in the sixth grade. The Social Studies area receives approximately seven per cent of the time in the first grade and increases the time the higher the grade, until in the sixth grade it is approximately fourteen per cent of the total school time. There is



very little difference in the average time allotted to music and art in all the grades. Industrial Arts received an average of forty to sixty minutes a week in the fourth, fifth, and sixth grades. The average time for health and safety instruction varies little in all the grades. The older the children the less time allotted for recess and rest periods. The girls and boys in the fourth, fifth, and sixth grades have separate classes in physical education and therefore there is an increase in the time allotted to this area in these grades. Ten minutes was the average time provided for unassigned time. The club period ranged from twenty-five to sixty minutes. The maximum school day is 300 minutes. There was a variance in recording this time because some teachers assume that the school day begins when the building is open for entrance to the pupil rather than at the specified time when the pupil must be at his desk.

The programs and questionnaires submitted by the teachers gave evidence of

- (a) a tendency to correlate reading, language, handwriting, and spelling in one area called Language Arts.
- (b) a tendency to correlate history, geography, civics, and science under one area called Social Studies.
- (c) a great variance in the time allotted to these areas in all grades.
- (d) a daily time allotment for each subject rather than a weekly time allotment.

and in many parts of Europe and America, and the  
former is now adopted by most of the educated classes, and  
the other, which is now called *French*, is adopted by  
most of the uneducated. In Germany, the former  
is called *High German*, and the latter *Low German*, and  
in France, the former is called *French*, and the latter  
*Provincial French*. In England, the former is called  
the *Standard English*, and the latter *Local English*,  
and in Scotland, the former is called *Highland English*, and  
the latter *Lowland English*. In Ireland, the former  
is called *Standard English*, and the latter *Irish English*,  
and in Australia, the former is called *Standard English*, and  
the latter *Australian English*. In New Zealand, the former  
is called *Standard English*, and the latter *New Zealand English*.

and in America, the former is called *Standard English*, and

the latter *American English*.

and in Australia, the former is called *Standard English*, and  
the latter *Australian English*. In New Zealand, the former  
is called *Standard English*, and the latter *New Zealand English*.

and in America, the former is called *Standard English*, and

the latter *American English*.

Although this Hartford study and the previous studies in time allotments referred to in Chapter II are not comparable, <sup>1</sup> Kyte's study and this Hartford study show a tendency to correlate subjects in the same areas. In Kyte's study, history, geography and civics are included in the Social Studies area. In the Hartford study, history, geography, civics and science are included in the Social Studies area and reading, language, handwriting, and spelling are included in the Language Arts area. The curriculum divisions found in the Hartford study were also similar to the curriculum divisions found in the survey by C. M. Reinoehl. <sup>2</sup> This tendency to correlate subjects in specific areas thereby planning for longer periods of activities decreases the tendency for definite time allotments.

1.  
Op. Cit.

2.  
Op. Cit.



## CHAPTER IV

### SUMMARY AND RECOMMENDATIONS

The purposes of this study were to find out the present practices in the use of school time in the Hartford Public Schools, to determine the trend of educational practices in the use of school time in Grades I through VI, and to make recommendations for the use of school time in Grades I through VI in the Hartford Public Schools.

A letter to each Elementary Principal accompanied by a questionnaire for each teacher in Grades I through VI were sent to the elementary schools.

The eighteen elementary schools replied. Data from the questionnaires were compiled and tabulated giving the maximum, minimum, and median minutes allotted to the various subjects in each grade.

Research of previous studies in time allotments and current literature was made to determine the trend of educational practices. This research shows

- (a) there has been a decided trend in the elementary schools away from fixed daily programs toward flexible programs and long blocks of time easily adapted to changing school conditions and needs.
- (b) the daily program must be adjusted to the group rather than adjust the group to the program.
- (c) a recognized need for more time for rest, relaxation, and recreation.



- (d) a need for the time and opportunity to recognize and provide for individual differences.
- (e) time allotments have been and should be based on the School's philosophy of education.

Recommendations:

In considering this question of time allotments or the use of school time, it seems to the writer, that it would be advisable for each teacher to consider a flexible time schedule, cooperative planning by the teacher and pupils, and weekly or monthly allotments rather than daily allotments of time for the various subjects. It is only after careful consideration of the school's philosophy of education and the relationship of the different school activities to this philosophy, as well as the principles underlying the teaching and learning of the different phases of the curriculum that one can approach scientifically the topic of time distribution.

Suggestions for the use of school time in the Hartford Public Schools in Grades I through VI are made by the writer as a member of the Time Allotment Committee appointed by the Superintendent. These suggestions stated on pages 33-35 of this study are based upon

1. The Hartford Public Schools' philosophy of education which believes:

1. Hartford Principals Committee,

Educational Policies and Practices in the Hartford Public Schools, 1947  
(not yet published)



"Education is a potent social force which plays a vital part in the development of the individual and the preservation and improvement of our American democracy. It provides the opportunity through which the individual may advance and society improve..

The school is an environment where pupils learn to live together happily and where growth of pupils is stimulated - mentally, morally, physically, and socially. It should recognize that it is but one of the important agencies that stimulate and guide the well-rounded growth of a child. Its daily program should make use of the constructive in such media as possible. - - - The child is a living organism functioning and reacting as a whole to his environment in the light of his experiences. He has capacities for self-development and these capacities vary in each individual. - - - The learning process is a continuous affair and is based on continuity and variety of experiences.

The aims of the Program are to develop

- a. Ethical Character
- b. The Democratic Way of Life
- c. Acceptance of World Responsibility
- d. Good Physical Health
- e. The Fostering of Mental Hygiene
- f. Home and Family Living
- g. Essential Facts, Experiences, and Information
- h. Vocational Skills and Knowledge
- i. Leisure Time Interests



Hartford schools are to be guided by the principles expressed in the Constitution of the United States and should strive continuously for a better world order."

2. The following educational policies, and practices of the Hartford Public Schools:<sup>1</sup>

"Selective grouping of pupils on whatever bases is an educational procedure used for the purpose of providing learning situations which will best promote the welfare and progress of the child. It is an attempt to bring together into conveniently - sized groups children who are similar in ability, age, industry, interest, previous experience, social maturity, or other factors which affect learning and development.

By this process it becomes possible to provide for the individual differences of children through the following ways:

- (a) the adaptation of the materials of instruction
- (b) the enrichment of the curriculum
- (c) the acceleration of the progress of pupils
- (d) the facilitating of the learning process
- (e) provision of the necessary health, social, and recreational situations.

1. Ibid.



Placement in grades one through three should be based primarily on chronological age with physical condition, emotional and mental maturity and achievement as contributing factors. In grades four through six the same factors involved in selective grouping in grades one through three should be employed and in addition mental ability and academic achievement, especially as indicated by reading ability."

3. The following principles of program construction <sup>1</sup> that have been developed scientifically, have been tried out experimentally, and have stood the test of repeated use:

- a. A period of physical rest should immediately precede practice activities requiring steady muscular movement.
- b. Younger children should have shorter but more frequent periods for class meetings than older children.
- c. More time and longer periods should be devoted to subjects or areas of experience which are most important and which have the most thought content.

1. Education, The Daily Program, Encyclopedia of Modern Education, 1943, pp. 611-612.



- d. A part of the child's school time should be organized in terms of long periods for broad subject matter fields as well as short periods for minor divisions of subject matter and the practice of specific skills.
- e. It is desirable to merge or fuse related subjects, such as history, geography, and civics or language, writing, and spelling so that the weekly time allotment to a division of the work may be greater.
- f. The teacher should follow certain clearly defined steps in making a program. She must collect the necessary information about the school, the pupils, the classroom, the curriculum, and the time. She must know the type of school organization, the number of pupils, and the maturation levels, the room accommodations and instructional supplies available, the curriculum requirements and textbooks in use, the building time schedule, and any time allotments for various subjects which may be required. When she has collected this information, she is ready to plan her program.



4. The opinion of modern educational writers referred to in Chapter II of this study who agree that there is no one best program for all schools but that approximately two-thirds of the school day should pertain to activities in language arts, social studies, and exact sciences and one-third of the school day to physical fitness and fine and practical arts.

AVERAGE WEEKLY TIME ALLOTMENTS IN MINUTES BY GRADES

GRADES I AND II

<u>Minutes</u>	<u>Subjects</u>
150	Health inspection, teacher-pupil planning, discussions etc.
600	Reading Activities (including Reading Readiness and all skills pertaining to reading) and Social Studies Activities.
300	Work activities (relating to Social Studies and Reading), painting, etc. dramatizations, stories, rhythms, music, (spelling and number in Gr. II)
300	Lunch (tomato juice, milk etc.) games, rest period, recess.
1350	Total



## AVERAGE WEEKLY TIME ALLOTMENTS IN MINUTES BY GRADES

	III	IV	V	VI
<u>Language Arts</u>				
Reading	450	450	300	300
Phonics				
Library period				

Language				
Grammar				
Composition				
Literature				
Handwriting				

## Spelling

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<u>Social Studies</u>	150	300	300	300
History				
Current Events				
Civics				

## Geography

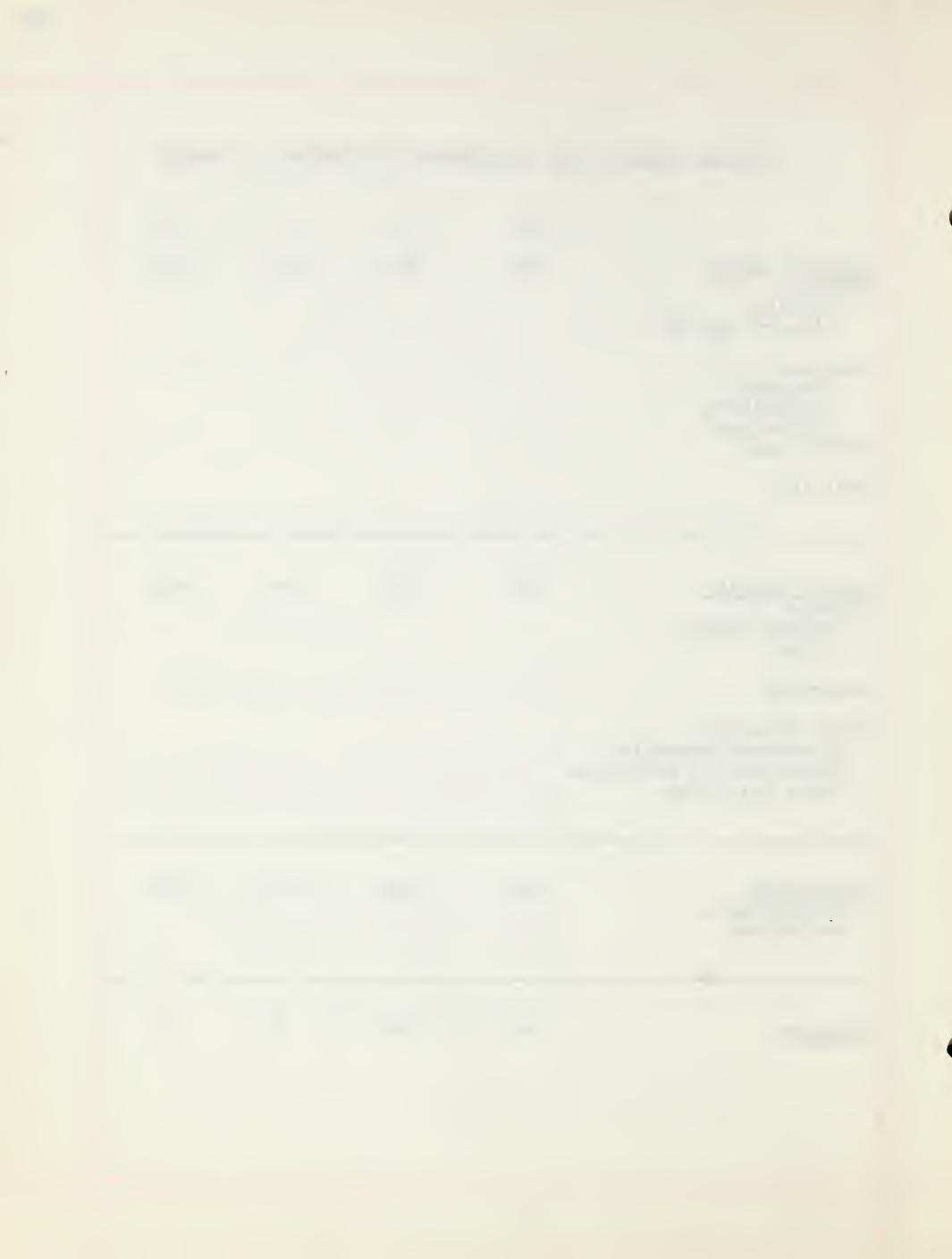
Civic Education				
Character Education				
Intercultural Education				
Human Relations				

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<u>Arithmetic</u>	150	225	300	300
Fundamentals				
Reasoning				

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<u>Science</u>	60	60	90	90
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	III	IV	V	VI
<u>Fine and Practical Arts</u>	60	60	90	90
Art				
Industrial Arts				
Home Economics				
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<u>Physical Education</u>	60	90	90	90
Gymnasium				
Health				
Safety				
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<u>Intermission</u>	200	150	150	150
Recess				
Rest Periods				
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<u>Unassigned Time</u>	95	90	180	180
Club Periods				
Evaluation Periods				
Individual Help Periods				
Opening Exercises				
Teacher-pupil planning				
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<u>Total Number Of Minutes</u>				
per Week	1425	1425	1500	1500



The average weekly time allotments in minutes suggested for Grades I and II are based on a school day of four and one-half hours; for Grades III and IV on a school day of four hours and forty-five minutes; and for Grades V and VI on a school day of five hours. This difference in time in the school day is planned to provide an opportunity for early dismissals for the younger children.

Careful consideration has been given in planning a program for each grade which will allow approximately two-thirds of the school day to activities in language arts, social studies, and exact sciences and one-third of the school day to physical fitness and fine and practical arts.

The amount of time available for a given activity determines to a large extent what may be taken legitimately with profit. Weekly schedules are suggested as a practical means of introducing more flexibility and longer blocks of time. The teacher may be free to take two or three lengthened periods a week if she finds that she can teach social studies or some other subject more effectively. She may use her weekly schedule as a check to determine whether she has made a fair distribution of her time.

The curriculum divisions suggested for Grades I through VI are similar to the curriculum divisions reported on the Hartford teachers' daily programs and to those divisions



suggested by Otto, Kyte and Lane in Chapter II of this study.

The average weekly time allotments for the various curriculum divisions in Grades I through VI are suggested by the writer only as a guide, since there is no one best program for all schools.

This study will be presented to the Time Allotment Committee appointed by the Superintendent for further study, before it is presented to the teachers of Hartford.

\* \* \* \*



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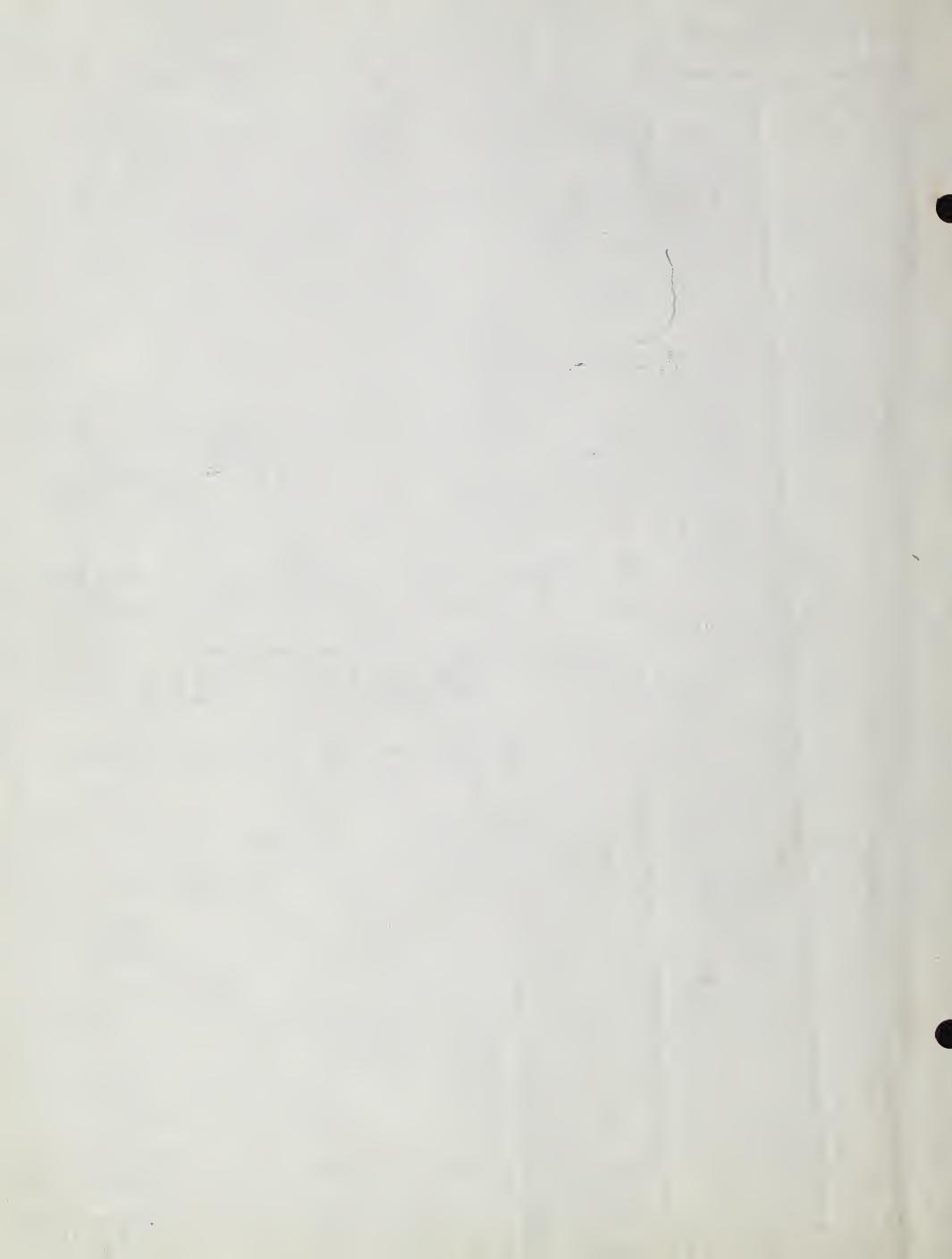
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